Minnesota Association of Colleges for Teacher Education

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MACTE Minute
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Review of Standards for Licensure

Teacher licensure in our state is based on standards, Standards of Effective Practice (SEPs) (8710.2000) and content standards (8710.xxxx). With standards-based licensure, the focus is not on courses taken, but rather on what candidates should know, believe, and demonstrate. MACTE institutions have designed all programs around the standards and earn program approval through the state review system that requires evidence of meeting each individual sub-standard—both SEPs and licensure content. Though supportive of standards-based approval and program design, we recommend a review of the standards.

Number and Consistency of Standards. With the SEPs, our candidates have 115 sub-standards to meet. In addition to the (SEPs), candidates must meet content standards to receive a license. Across the content licenses, there is inconsistency on how they are written. Although many are based on national content discipline standards, the wording ranges from very vague to overly prescriptive. For example, where communication arts and literature has a small number of very broad standards, science has hundreds of sub-standards with a very small grain size. The number and lack of consistency to the standards weakens the coherence and efficacy of the system.

InTASC Alignment. Our current SEPs are aligned with the "Model Standards for Beginning Teacher Licensing and Development" (1992). In April 2011, Council of Chief State School Officers (CCSSO) and the Interstate Teacher Assessment and Support Consortium (InTASC); examined through a new lens that teaching develops over time with active and collaborative professional support and development. The "Model Core Teaching Standards and Learning Progressions for Teachers" (2011, 2013) differs from its predecessor by focusing on the developmental stages across a teacher's career, placing performance based first as an emphasis on active learning, and overlapping standards as reflective of the complex activity of teaching and learning. In addition, there are themes that are integrated across the standards: 21st century knowledge and skills, data-based decision making, personalized instruction for diverse learners, and collaborative professional culture. Current SEPs lack alignment with the "Model Core Teaching Standards" and do not reflect both teacher and learner development for today's workforce.

Lack of Ongoing Review. Given the centrality of the standards to all Minnesota teacher preparation programs, it is important the state reviews and analyzes the quality of the standards themselves. SEPs and the content standards need to work together to reflect the dynamics of teaching and learning within today's learning environments.

MACTE recommends that the BOT create and implement a review schedule that will allow for changes and refinements of the standards with the goal of creating a clear, even, and up-to-date set of standards to guide our programs.

CSSO (April 2015). Retrieved from http://www.ccsso.org/intasc#sthash.IC9UtVqs.dpuf

State of Minnesota. (April 2015). Retrieved from https://www.revisor.mn.gov/rules/?id=8710.2000